

Library Media Curriculum FOURTH GRADE

Standards	Learning Targets
<p><u>AASL:</u> 1.1.3 Develop and refine a range of questions to frame search for new understanding 1.1.4 Find, evaluate, and select appropriate sources to answer questions 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry 1.1.9 Collaborate with others to broaden and deepen understanding 1.2.3 Demonstrate creativity by using multiple resources and formats 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge 2.1.2 Organize knowledge so that it is useful 2.1.4 Use technology and other information tools to analyze and organize information 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading</p> <p><u>METS:</u> 3-5.CI.2 Use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations 3-5.CC.1 Use digital communication tools and online resources for group learning projects 3-5-2.CC.3 Use a variety of media and formats to create and edit products to communicate information and ideas to various audiences 3-5.RI.1 Identify search strategies for locating information with support, from teachers and school library media specialists</p>	<p>Love of Reading</p> <ul style="list-style-type: none"> ● Make connections between reading and personal interests ● Share information about an author and/or book using various formats ● Identifies a variety of formats for reading (books, eBooks, blogs, magazines, non-print, newspapers, websites, etc.) ● Demonstrate respect for library space and materials ● Evaluate grade appropriate quality literature <p>Information Literacy</p> <ul style="list-style-type: none"> ● Use advanced search features in GPPL’s online catalog for intended purposes ● Understand the library’s organizational scheme and what main topics are included in each section ● Understand importance of using multiple resources, including print, electronic, and human, to locate information ● Generate questions and practice different ways to locate and evaluate sources that provide needed information ● With guidance, generate a list of keywords for inquiry-based learning ● Use various note-taking strategies ● Explain the impact of copyright date to the usefulness of information ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Interpret information presented visually, orally, or quantitatively ● Integrate information from two texts on the same topic ● Introduce a topic clearly and group related information ● Engage effectively in a range of collaborative discussions ● Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 3-5.RI.2** Use digital tools to find, organize, analyze, synthesize, and evaluate information
- 3-5.RI.3** Understand and discuss that web sites and digital resources may contain inaccurate or biased information
- 3-5.RI.4** Understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- 3-5.CT.2** Use information and communication technology tools to collect, organize, and evaluate information to assist with solving problems
- 3-5.DC.1** Discuss scenarios involving acceptable and unacceptable uses of technology.
- 3-5.DC.2** Recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
- 3-5.DC.3** Describe precautions surrounding personal safety that should be taken when online

COMMON CORE:

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Comprehension and Collaboration

CC.4.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Integration of Knowledge and Ideas

CC.4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web Pages) and explain how the information contributes to an understanding of the text in which it appears

CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Presentation of Knowledge and Ideas

CC.4.SL.4 Report on a topic or text, in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Production and Distribution of Writing

CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Digital Citizenship

- Observe Web safety procedures including safeguarding personal information
- Describe consequences when people do not protect personal information when using social networking tool
- Use technology responsibly to explore and pursue personal interests
- Understand importance of giving credit to owner of visual media
- Work in teams to produce original works or solve problems
- Identify ways to find trusted information
- Practice responsible use of technology
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Identify positive value of technology including web 2.0 tools
- Use technology applications to create documents and visualizations of new learning
- Develop projects that can be shared electronically
- Use multimedia authoring tools for independent and collaborative publishing activities
- Create a multimedia presentation by choosing from applications and Web 2.0 tools
- Understand how to use various technology tools to retrieve, organize, and present information
- Understand how to use technology tools to capture images.
- Understand the elements of a multimedia presentation.
- Understand process of connecting hardware for multimedia presentation

<p>CC.4.W.6 With some guidance and support use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>CC.4.W.8 Gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Text Type and Purposes</p> <p>CC.4.W.1.b Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; including illustrations, and multimedia when useful to aiding comprehension.</p>	
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Vocabulary	Sample Resources and Assessments
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<ul style="list-style-type: none"> ● Advanced Searching ● Almanacs ● Apps ● Author Search ● Authoritative ● Bibliography ● Browse ● Call Number ● Citing Sources ● Collaboration ● Conclusion ● Copyright Date ● Database ● Dewey Decimal System ● Digital Product ● Digital Resource ● Digital Tools ● Document Camera ● Electronic Resources ● Evidence ● Figurative Language 	<ul style="list-style-type: none"> ● Glossary ● Graphic Organizer ● Infer ● Integrate ● Internet ● Interpret ● Inquiry ● iPad ● Keyword Search ● Legend ● Limiting Results ● Magazine Database ● Metaphor ● Multimedia ● Nonfiction ● OPAC (Online Public Access Catalog) ● Paraphrase ● Pathfinders ● Picture File ● Plagiarism 	<ul style="list-style-type: none"> ● Podcast ● Presentation Tools ● Print Product ● Print Resource ● Research ● Sorting Results ● Simile ● Structure ● Summarize ● Supporting Details ● Title Search ● Web Resource 	<p>Resources</p> <ul style="list-style-type: none"> ● Pathfinders ● Authoritative resources, Online sources, Reference tools (both print & online) ● Plagiarism ● Using Digital Presentation tools ● In Depth online searching -sorting, limiting and advanced Databases ● Michigan Cyber Safety Initiative from MI State Attorney General’s Office ● Melvil Dewey Rap Video ● Intro to DDC Presentation ● OPAC Presentation ● Intro to Print Magazines ● Solar System Research Intro ● 10 Sections Signage ● Green Screen Presentation <p>Assessments</p> <ul style="list-style-type: none"> ● Intro to DDC System Quiz ● Dewey Division Quiz ● OPAC Presentation Quiz ● Magazine Expert ● Solar System Graphic Organizer ● Website Link to Completed Projects (see 4th grade)
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